



Effectiveness of Integrative Learning Model to Develop Student's Language Receptive Skills

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Abstract

Receptive language skills include listening and reading skill which is carried out partially even both have strong correlation. The aim of this study is to examine the integrative Learning Model in developing receptive language skills of Education of Indonesian Language student. Previously, receptive skills are taught separately as a sole language skill and the orientation of the teaching is emphasized on the learning achievement in general. The current study answers the gaps by which receptive skills are taught using multimodal teaching materials and integrated instructional design has been set to include receptive skills in various aspects. The effectiveness test was carried out using a quasi-experimental method for students who were taking receptive skills courses. The data of this study are pre-test and post-test of listening and reading. The data are analysed quantitatively by t-test using SPSS. The result shows a significant difference of the student score between before and after integrative learning ($0.000 < 0.05$) for listening and reading skills. It can be concluded that the integrative learning model was effective in increasing the receptive language skills of Indonesian Language Education student.

Keywords: *integrative learning, receptive language skills, listening, reading*

Introduction

Learning is a process of student interaction with educators and certain sources or teaching materials in the educational environment to achieve educational goals (Basuki, dkk. 2017). Instructional materials are essential and contribute a significant role in teaching and in learning of various subjects (Bulusan, 2019). According to Bulusan (2019) instructional materials promote teachers' efficiency and improves tudents' performance, and make learning more interesting, practical, realistic and appealing. Specifically, Bulusan (2019) emphasise that teaching materials enable teachers and students to participate actively and effectively in lesson sessions, providing room for acquisition of skills and knowledge and self-confidence.

No exception, teaching materials are prominent in learning the receptive skills of the first language. Pascual (2019) gives emphasis on potential of teaching materials and Bulusan (2019) promote the reading strategies in response to the teaching of receptive skills. Learning receptive language skills aims to develop student competence in capturing the meaning of various types of texts that are heard and read. The level of understanding of various types of texts can be distinguished based on the level of skills that must be achieved by students include (a) literal understanding skills, (b) interpretative skills, and (c) evaluation skills (Connell, 2009). Skills in understanding the literal meaning include skills in understanding basic meanings and understanding the meaning of context. Interpretative understanding includes the skill of capturing the meaning of anticipation, formulating conclusions, and making generalizations. Evaluation skills include the ability to distinguish between facts and opinions, select material that supports topics, use excessive words, and make emotional decisions in response to what is read (Cummings, 1999).

Pascual (2019) admits that reading strategies focus more on metacognitive, one's knowledge about his thinking processes and products, active monitoring, and regulation of cognitive processing activities. Basically, metacognition has four components,namely:1) the knowledge of person's awareness or perceptions about the factors (i.e. person, task, strategy) influencing cognitive activities; 2) the experiences of individual's mental or emotional responses pertaining to any cognitive activity; 3) the

goals/tasks referring to the purpose or objective of any cognitive undertaking; and 4) the actions/strategies of activities carried out by learners to fulfil their purpose. If applied in reading, according to Pascual (2019) metacognitive strategies are those activities that make students aware of their thinking as they do reading tasks.

Listening and reading skills are categorized into receptive language skills because both listeners and readers try to understand the language used by the speaker or writer to capture the meaning or message. In this case, the listener and the reader do not simply accept the message conveyed by the speaker or writer. They strive to truly understand the verbal and nonverbal symbols used by speakers and writers to gain an in-depth understanding of the content or message (Tomlinson, 2011:2).

Although the cognitive processes carried out by the listeners and readers are the same, the learning of the two language skills is carried out separately (partially). In general, listening skills learning is specifically carried out to develop listening skill. Likewise, with reading skills learning, specifically implemented to develop reading skills. There are also those who perform integrative listening skill; however, they integrate listening skill with speaking skill instead of reading skill (Halliday & Hasan, 1985).

This research was conducted to test the effectiveness of the integrative learning model of receptive language skills to develop listening and reading skills of Indonesian Language Study Program students (Harsiati, 2018). The model has been developed at the previous research stage, so this research is a continuation of previous research that has resulted in an integrative learning model. Affectivity test of the integrative learning model is necessary so the hypothetic model can be developed and implemented in the learning process.

This research is important to overcome the limitation of the receptive language skills model for Education of Indonesian Language student. This is consistent with the learning outcome that should be met by Education of Indonesian Language student which include mastering theoretical concept of receptive Indonesian language skill, proficient in Indonesian Language both verbal and writing in daily/general, academic, and work. Relevant, effective, and efficient learning model is necessary to satisfy the learning outcome. However, the existing model is still fragmented, thus it is not efficient and cannot contribute to each other.

Learning receptive Indonesian language skills is a new course. Listening and reading skills are two language aspects that exist for so long. However, those two skills will be merge into one new course of receptive language skill as a trial to find the effective and efficient model (Nurhadi, 2002; Yamin, 2011)).

Drawing the results in context, this study answers the gaps in two reasons. First, the integrative learning model can facilitate students and lecturers in developing listening and reading skills effectively and efficiently. Through this integrative learning model, learning is more effective, efficient, and meaningful for students. Second, receptive skills receive teaching approaches that are teachings techniques focus on the sole language skills where listening and reading are not emphasized to improve the achievement on receptive skills. In addition, the orientation of the teaching is focused mere on the learning achievement of the end of materials. The current study provides evidences that receptive skills are taught using multimodal teaching materials and integrated instructional design has been set to include receptive skills in various aspects. In other words, gaps on research of receptive skills in bahasa Indonesia have been answered through the implementation of integrated teaching materials to focus on receptive skills improvement this resent study has promoted.

Literature Review

Learning Objectives for Receptive Language Skills

The curriculum of higher education has been refined adjusting the demand of Indonesian National Qualification Framework (KKNI/Perpres Number 8 of 2012) and National Higher Education Standards (Minister of Research, Technology and Higher Education Regulation Number 44 of 2015; Regulation of the Minister of Research, Technology and Education High Number 5, 0 Year 2019). Referring to KKNI, Minister of Research, Technology, and Higher Education Regulations, as well as the formulation of learning outcomes from the deliberations of the Indonesian Language Study Program Association, the profile and learning outcomes of each study program are formulated.

Based on the learning outcomes, the standard competencies of graduates of undergraduate programs in the aspects of knowledge include, "mastering the basic concepts of language and literature, language and literature skills, language and literature learning, language and literature research, as well as research in language and literature

education. "; while one of the competency standards for graduates of specific skills aspects is, "able to speak and write Indonesian literature, verbally and in writing in everyday/public, academic, and occupational contexts; and able to use one of the regional languages ".

Based on the achievement of these specific skills, the formulation of the receptive language skills course in the Indonesian Language Education study program is to master the basic concepts of listening and reading skills, and be able to apply them in listening and reading for various purposes, both in formal and informal situations. The formulation of the subject achievement implies that the learning outcomes that must be mastered by students include the knowledge and skills of listening and reading.

Knowledge that must be mastered by students includes the basic concepts of listening and reading, the level of listening and reading skills, and the factors that determine the success of listening and reading. Listening skills are aspects of the skills of using language to capture, understand, study, evaluate, and create the content of information or messages conveyed by speakers using spoken language. Not much different from listening skills, reading skills are aspects of the skills of using language to capture, understand, examine, evaluate, and create the content of information or messages conveyed by writers using written language. In addition, the formulation of the course achievements also implies the scope of the content or learning materials for receptive language skills, which includes knowledge and aspects of listening and reading skills.

Teaching Materials for Receptive Language Skills

Teaching material is the content or learning material used by educators or students to facilitate learning (Nurhadi, 2002; Subroto, Jazadi &Mahyuni, 2019). The teaching material can be in the form of facts, concepts, principles, laws, procedures, and practices that can be poured into video, DVD, e-mail, You Tube, dictionaries, grammar books, readers, worksheets or photocopies of notes. Teaching materials can also be in the form of newspapers, food packages, photos, direct speech by native speakers of a language, teacher's speech or explanation, written assignments, group discussions directly between students (Tomlinson, 2011:2). The same thing also stated by the Directorate of Middle School (2006:4) that teaching materials are instructional materials in the form of

knowledge (facts, concepts, principles, procedures), skills, and attitudes that students must learn in order to develop certain competencies which have been set.

According to Subroto, Jazadi & Mayhyuni (2019), teaching materials included types of material facts are names of objects, historical events, symbols, place names, names of people, animals as the main concept. In the concept material, there is the understanding, definition, special features, components or parts of an object. Included in the principle material are the propositions, formulas, adage, postulates, theorems, or relationships between concepts that describe relationships, for example if, then ..., formulas etc. The material type of procedure is teaching material relating to the steps in a systematic or sequential manner in carrying out a task. For example, steps to operate microscopic equipment, how to care for orchids, how to make drinks, and so on. Finally, teaching materials have been set and government has set standards for publication or production of textbooks and the criteria for good textbooks. However, studies still identify multiple issues in Indonesian textbooks. Recent studies on textbook analysis in Indonesia have mainly focused on analysis of textbooks in relation to teaching activities (Subroto, Jazadi & Mahyuni, 2019).

Material skills is a practice to do something. In listening learning, listening skill material is in the form of practical activities directly listens to verbal utterances for various purposes. Likewise, the material for learning speaking skills is in the form of speaking practices for various purposes in various contexts (Tomlinson, 2011). Listening and speaking learning material can be obtained from various learning sources. Learning resources that can be utilized to develop listening and reading teaching materials include written text, audio, visual, audiovisual, digital, kinaesthetic (multimodal text). Other modes (other than print) can be in the form of text visualization and / or other sensory responses; dramatization; reflection of understanding by making other forms of text: oral, written, audio, visual, audio visual, kinaesthetic (DitjenDikdasmen, 2018).

Receptive Language Skills Learning Strategies

There are several views about language learning. Some are of the view that language learning is a process that occurs sequentially, starting from learning to master spoken language (listening and speaking) followed by learning written language (reading and writing). Based on this view, language learning always starts with the activity of

providing and presenting texts that are designed orally to be listened to students in the hope that they can be understood and then students imitate them to learn speaking skills. On the other hand, there is a view that listening is learned together (one level) by learning other language skills, namely speaking, reading, and writing. According to the second view that the four language skills interact with each other. Therefore, the four language skills must be taught together (Rivers in Gazali, 2010:168-169).

Besides these two opinions, the third opinion states that listening is the main source and linguistic input that activates the language learning process (understanding approach and natural approach). According to this view, in learning, students must be able to understand and process spoken language first before developing speaking skills. This process is called the creative construction process (Littlewood, 1984).

The difference between the two learning models lies in the cognitive process experienced by students as well as the activities carried out by educators. In the creative construction model, educators tend to act as facilitators who act to facilitate students to construct their understanding and speaking skills by providing contexts that allow students to gain knowledge and experience first-hand language activities. This can be seen from the learning syntax, which starts from (1) providing input in the form of direct experience of language activities (exposures), (2) internal processing by students, (3) preparation of the language system by students, and spontaneous outflow of utterances. The difference with the skill learning model lies in the role of the educator, namely in this model students must provide and arrange language input to be learned by students, the context of language use is limited in class. In terms of learning procedures there are also differences, which can be seen from the syntax of learning, which starts from (1) providing language input from educators, (2) language activities in the classroom, (3) creating a language system in students, and (4) spontaneous release of utterances.

The activity is also supported by the activity of generating students' schemata to utilize the knowledge they must understand new knowledge that must be understood in the text that is listened to or read. That knowledge is called as a schemata. This is in accordance with Piaget's opinion (in Nurbaya, 2016). According to Piaget, a schemata is a person's cognitive structure in the form of perceptions, ideas and actions that are used as a basis for understanding new knowledge.

The formation of the scheme requires the support of the ability to carry out assimilation and accommodation. The assimilation ability is needed by someone to capture new knowledge to be processed into the existing cognitive system. After being assimilated, a new schemata is formed so that it can be used to understand the next new knowledge (Rymes, 2008).

Methods

This study aims to test the effectiveness of integrative learning models to develop receptive language skills of Indonesian Language Education study program students. The product is in the form of models that have been tested for effectiveness have been developed in previous research activities. Products that have been developed need to be tested for effectiveness in developing students' listening and reading skills (Eriyanti, 2011). In accordance with the stated research objectives, the effectiveness test of integrative learning models is carried out using the Quasi Experiment method for Indonesian Language Study Program students. The subjects of this study were 22 semester 1 students who were taking receptive language skills courses.

This research data in the form of listening and reading skills scores achieved by students before the learning of receptive language skills and score achieved after carrying out learning of receptive language skills with an integrative learning model. The data was obtained through oral and written test techniques.

The data collected is corrected and assessed so that the achievement scores of listening and reading skills are obtained. Furthermore, the listening skills scores obtained before learning are compared with the scores obtained after the implementation of learning to find out the differences. Likewise, the reading skills scores are achieved by students before and after the application of integrative learning models.

Results and Discussion

Learning receptive language skills includes listening and reading skills. Both types of skills have the same characteristics, although there are some differences. In common, both are receptive skills. The difference lies in the type of text understood. Listening skills are skills in understanding oral texts, while reading is a skill in understanding written texts.

Based on these similarities, an integrative learning model was developed. The integrative learning model has learning procedures 1) general orientation, 2) stimulation, 3) text reception, 4) development of oral and written reception skills, 5) knowledge construction, and 6) reinforcement and assessment.

In the general orientation phase, learning is focused on the formation of schemata of students towards what will be learned. Schemata generation of students can be done by forming initial knowledge, activating initial knowledge, and focusing students' attention on what will be listened to or read. The schemata generation of students is intended to help students connect the knowledge to be learned with the knowledge they have to form a link.

If the schemata have been built, presented stimulation in the form of oral text in the form of audio, audio visual, written text, visuals (graphs, charts) called multimodal in various contexts. The forms of the text are presented alternately according to the level of difficulty of the text. At this time, students are facilitated to recognize the purpose of reading or listening, making predictions of the contents of the text, and making various questions themselves about the contents of the text or understanding questions about the contents of the text that has been provided.

The text reception stage is the intensive reading (multimodal) of the text presented. When reading, students focus attention and ability to answer questions about the contents of the text to obtain literal, inferential, and critical understanding of the content of the text. Students are facilitated to identify and capture the meaning / content of the text, visualize the contents of the text, identify and interpret vocabulary, terms that are considered difficult, examine the contents of the text, make conclusions on the main contents of the text, and make a concept map of the contents of the text, and assess the contents text (multimodal). This activity can be done in an integrated oral receptive (listening) and written (reading) skill.

At the stage of developing receptive skills, the activities undertaken are facilitating students to develop their verbal or written reception skills in the form of creative activities. The form of activities carried out can include making a summary of the contents of the text, reviewing the text, modifying the text, changing the form of text to another form of text, and presenting the text.

Knowledge construction activities about the text include an understanding of the structure and language of various forms of text, as well as the level of understanding of the text. The form of activities carried out includes studying the text that has been listened to and or read. Learners are facilitated to study the structure and language of the text. Next, it can facilitate to understand the levels of understanding of the text.

At the stage of strengthening and evaluating activities focused on reaffirming what students have learned and assessment of the process and student learning outcomes. At this stage a follow-up was also carried out, namely delivering structured assignment activities as reinforcement material.

The Effectiveness of the Integrative Learning Model of Receptive Language Skills to Improve Listening Skills

The effectiveness test of the Integrated Receptive Language Skills Learning Model has been carried out on 22 subjects who learn receptive language skills. Before the treatment of the subject, first a pre-test is held to map the initial ability possessed by students. After the pre-test is carried out, the treatment is carried out in the form of learning activities by applying the Integrative Learning Model for Receptive Language Skills.

After the implementation of learning, an assessment of multimodal text understanding is carried out. The assessment was conducted to measure the achievement of listening skills of Indonesian Language Education study program students using multimodal texts.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilai	Equal variances assumed	5.342	.026	-11.208	42	.000	-18.636	1.663	-21.992	-15.281
	Equal variances not assumed			-11.208	32.008	.000	-18.636	1.663	-22.023	-15.250

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COMPUTE t_table=idf.t(0.95,43).
EXECUTE.
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table, it is known that $t\text{-count } 11.208 > t\text{-table } 1.78$, which means the average pre-test value is lower than the average post-test value. Because the value of t is negative, that is, the average

pre-test value is lower than the post-test average value. Thus it can be concluded that the Integrative Learning Model of Receptive Language Skills is effective in increasing the listening skills of students of Indonesian Language Study programs.

The Effectiveness of the Integrative Learning Model of Receptive Language Skills to Improve Reading Skills

The effectiveness test of the Integrative Learning Model Receptive Language Skills is conducted on 22 subjects who are learning receptive language skills. Before the treatment of the subject, a pre-test is held to map the stock or the initial ability possessed by students. After the pre-test, the treatment was carried out in the form of learning activities by applying the Integrative Learning Model for Receptive Language Skills.

After the implementation of learning, an understanding of multimodal written text is assessed. The assessment was conducted to measure the achievement of listening skills of Indonesian Language Education study program students using multimodal texts.

The results of data analysis show that the significance value is $0.000 < 0.05$, meaning that H_1 was accepted. That means there are differences in the reading skills scores achieved by students before the application of integrative learning and after the implementation of integrative learning. Judging from the comparison of the acquisition of t arithmetic and t table, it is known that $t\text{-count } 11.003 > t\text{-table } 1.72$, which means the average pre-test value is lower than the average post-test value. Because the value of t is negative, that is, the average pre-test value is lower than the post-test average value. Thus, it can be concluded that the Integrative Learning Model of Receptive Language Skills is effective in increasing the reading skills of students of Indonesian Language Study programs.

The results of this study indicate that the Integrative Learning Model of Receptive Language Skills is effective for improving students' receptive language skills, namely listening and reading skills. This was evidenced from the results of the analysis of the

achievement of listening and reading skills scores achieved by students after learning with integrative models was higher than before learning with integrative models.

The results of the study are in accordance with the characteristics of integrated learning, which is holistic so students can understand things from several sides. The experience makes their learning process meaningful because it suits the real-life context. The task of educators is to help facilitate and provide student assistance to learn new knowledge that must be mastered (Piaget in Prastowo, 2014; Vygotsky in Slavin, 1997).

The results of this study are also relevant to the results of Maming's research for reading comprehension skills. The results of the study indicate an increase in student ability after applying integrated learning (Litera, Volume 18, Number 2, July 2019).

Integrated learning enables authentic student understanding, in accordance with reality in daily life. This is in accordance with the view of constructivism (Vygotsky in Trianto, 2007) that through integrated learning, students can gain knowledge from direct experience. Learners can develop their ability to construct knowledge based on experiences they have gained in the real world.

Conclusion

This study developed an integrative learning model to improve the receptive language skills of Indonesian Language Study Program students. Receptive skills studied include listening and reading skills. The results of this study concluded that the integrative learning model effectively improved listening and reading skills of Indonesian Language Study Program students.

In accordance with the results of this study, it is recommended to the lecturers of Receptive Language Skills courses to apply integrative learning models in the implementation of learning. It can provide direct experience to students so that learning is more meaningful. In addition with integrative learning can save learning time the results of this study can also be used by authors of teaching materials as a basis for consideration and reference for developing integrative teaching materials for learning receptive language skills. For further researchers, it can carry out research on integrative learning media to complement the results of this study.

Pedagogical Implication

Integrative Learning Model has been developed to improve receptive skills for college students for the course of bahasa Indonesia focusing on listening and reading skills. The effectiveness of the model has been proven and evidences significantly show that listening and reading skills are the receptive skills in bahasa Indonesia that are adaptable to the model. This implies that teaching native language using this Integrative Model contributes significant achievement and pedagogically recommended for college level.

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